



## Data Story

A school development plan is intended to be read and understood in correlation with the school's annual results report. Both documents focus on continuous improvement in student learning through planned and intentional responses to evidence of achievement and data about the learning conditions that support student success.

The data that focuses an individual school's development plan will be unique to that school. Principals across the CBE lead the school development planning process with their staffs through a consideration of a variety of sources of data. Some of the most common forms of data are included here.

### Student Learning Data

- Considers both current levels of achievement and trends across time
- Considers both whole school information and specific cohorts of students\*
- Report card marks – course, subject and/or outcome-based information (this information supports the determination of an achievement goal and is an important measure for determining whether the achievement goal has been met)
- Provincial assessments – PATs, SLAs, Diploma exam results (this information supports the determination of an achievement goal and is an important measure for determining whether the achievement goal has been met)
- Observations of student learning patterns, accomplishments and needs (this information supports the determination of an instructional goal)
- Considers system-wide data as noted in Results 2 reports to the Board of Trustees and the Annual Education Results report

\*Specific cohorts may include classes, grades or significant demographic groups – specific consideration is to be given to the achievement and learning needs of ELL and aboriginal students.

### Perception Data

- Accountability Pillar survey data — students, parents and teachers (this information supports the determination of an instructional goal)
- CBE results survey data — students (this information could support the determination of either an achievement goal or an instructional goal – if used to form an achievement goal, then is an important measure for determining whether the achievement goal has been met)
- TTFM survey data — students (this information supports the determination of an instructional goal – please note that engagement is not an achievement measure but an indicator of the experiences students have that lead to their achievement)
- In-school focus groups — students, parents and/or teachers (this information could support the determination of either an achievement goal or an instructional goal)

### School Process Data

- What goals were previously identified, what strategies were employed, what impact did those strategies have? – are you continuing with and/or modifying a previous goal and/or creating a new goal? are there leverage points from previous strategies you can work into this year's work and/or do you need to rethink your approach?

# School Development Plan

## School: Haultain Memorial School

### Theory of Action: If ... [Instructional Goal] ... then ... [Achievement Goal]

If staff design disciplinary math tasks and provide growth oriented feedback to allow students to progress from concrete to symbolic understandings of concepts then each student will demonstrate improvement in reasoning to analyze and solve mathematical problems.

Achievement Goal	Achievement Strategy	Achievement Measures	Achievement Target
Each student will demonstrate improvement in reasoning to analyze and solve mathematical problems.	<ul style="list-style-type: none"> <li>- Students will be involved in designing classroom-based rubrics focused specifically on math problem solving processes.</li> <li>- Students will engage in authentic, disciplinary problem-solving tasks that have entry points appropriate to their current level of understanding.</li> <li>- Students will develop an understanding of growth mindset as it relates to mathematics to develop persistence through challenging tasks.</li> <li>- Students will use and refine multiple strategies to engage with and solve problems.</li> <li>- Students will think deeply about math and persist through challenging tasks</li> </ul>	<p>Report card marks: The percentage of students with 1s will be reduced and the percentage of students with 4s will be increased on the report card outcome "Reasons to analyze and solve problems".</p> <p>The percentage of students achieving "excellence" in the mathematics PAT will increase.</p> <p>The percentage of students who achieve below acceptable level on the mathematics PAT will decrease.</p> <p>Accountability Pillar, Student Learning Achievement: The percentage of students who achieve acceptable level on PATs will increase and the percentage of students who achieve excellence will increase.</p> <p>Tell Them From Me Survey: The percentage of students who report moderate to high levels of anxiety will decrease.</p> <p>Student work samples shared in PLC will demonstrate a progression from simple, less efficient strategies to the use of more refined and complex strategies over time.</p> <p>Student performance on classroom-based, teacher developed problem solving tasks will show improvement over time as measured on a problem solving rubric designed by staff.</p>	<p>Percentage of students in grades 1-6 receiving 1s on the report card outcome "Uses mathematical reasoning to analyze and solve problems" in June 2016 will be reduced by 10% on the June 2017 report card.</p> <p>Percentage of students in grades 1-6 receiving 4s on the report card outcome "Uses mathematical reasoning to analyze and solve problems" in June 2016 will increase by 5% on the June 2017 report card.</p> <p>Percentage of students achieving excellence on Math PAT will increase by 10%.</p> <p>Percentage of students achieving below acceptable level on Math PAT will decrease by 5%.</p> <p>Accountability Pillar, Student Learning Achievement: The percentage of students who achieve acceptable level on PATs will increase by 5%.</p> <p>The percentage of students who achieve excellence on PATs will increase by 5%.</p> <p>Tell Them From Me Survey: The percentage of students who report moderate to high levels of anxiety will decrease by 10%.</p>

Instructional Goal	Instructional Strategy	Instructional Measures	Instructional Target
Staff will design disciplinary math tasks and provide	1. Teachers will participate in a book study of "Mathematical	Classroom observations will show:	Classroom observations will

# School Development Plan

<p>growth oriented feedback to allow students to progress from concrete, to visual, to symbolic understandings of mathematical concepts.</p>	<p>Mindsets" by Jo Boaler to build understanding of growth mindset and math task design</p> <p>2. Teachers will provide formative assessment and feedback to students that pushes students to think deeper and persist through challenge</p> <p>3. Teachers will participate in professional development and collaborative planning led by Learning Leaders around authentic disciplinary task design related to Galileo Network strategy</p> <p>4. Teachers will collaborate to develop a common problem solving rubric with which to assess student achievement in mathematical problem-solving.</p> <p>5. In monthly team planning time, teachers will work together to design disciplinary math tasks with multiple entry points.</p> <p>6. Teachers will use PLC time and staff collaborative planning time to evaluate the effectiveness of instructional strategies and learning tasks through the adjustment cycle, ensuring there are multiple entry and exit points and to determine next steps for each student.</p> <p>7. Teachers will identify students who require intervention or enrichment and will work through the PLC and SLT processes to address those needs.</p>	<ul style="list-style-type: none"> <li>- Use of rubrics designed with students</li> <li>- Tasks where manipulatives and visuals are embedded in the task</li> <li>- Movement from "fixed" to growth-oriented feedback.</li> <li>- Mathematical vocabulary will be evident both verbal and posted in the classroom.</li> <li>- Opportunities for students to engage in tasks that present easy entry points and allow for greater extension (multiple entry points).</li> <li>- Tasks are authentic to the discipline and are connected to the real world.</li> </ul>	<p>demonstrate use of math problem solving rubrics in 100% of classrooms by June 2017.</p> <p>Classroom observations during math tasks will reveal student access and use of manipulatives in 100% of classrooms by June 2017.</p> <p>Classroom observations will reveal evidence of growth oriented feedback in 100% of classrooms by June 2017.</p> <p>Classroom observations will demonstrate evidence of mathematical vocabulary in 100% of classrooms by June 2017.</p> <p>100% of tasks designed by teachers in monthly collaborative planning will contain multiple entry points.</p> <p>100% of tasks designed by teachers in monthly collaborative planning will be connected to the discipline and to the real world.</p>
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## School Development Plan Terms

### 1 | Development Planning

A process of data driven inquiry to improve student success. It enables focussed and rigorous collective staff work through the adjustment cycle process over the course of a year. It is supported by job embedded professional development within a school and across the CBE.

### 2 | Data Story

An analysis of the data that paints a picture of why you are focusing in a particular direction.

### 3 | System Outcome

Stated in the Three-Year Education Plan, Student Success

### 4 | Theory of Action

A Theory of Action begins with a statement of a causal relationship between what I/we do and what constitutes a good result in the classroom, school or organization. It is articulated in an If...then...statement (City et al., 2009). It connects the inputs in the instructional program to the outcomes of student achievement.

### 5 | Achievement Goal

The change/improvement a school intends to create in student achievement.

### 6 | Performance Measures and Target

The means by which achievement is measured. This contains a specific numerical target that would demonstrate improvement. Measures are based on the same data sets that surfaced the area for improved student learning.

### 7 | Instructional Goal

The change a school intends to create within instructional practices to support the student achievement goal.

### 8 | Instructional Strategy

Describes the overall change or enhancement effort within instructional practices and the actions that will be taken to support the instructional goal. It focuses professional learning so teachers are supported to design instruction to actualize the achievement goal.

### 9 | Achievement Strategy

Describes the overall focus or improvement effort that will be implemented within students' learning experiences to improve their achievement.

### 10 | Instructional Measure

Describes the means through which changes in instruction are visible. It determines whether the actions are leading to the desired learning within instructional practices. It informs the adjustment cycle for teacher learning.

### 11 | Achievement Measure

Determines whether the achievement strategy is successful in improving student learning.